Lesson Plan: Journey of Food Game

A hands-on classroom activity exploring how food is distributed around British Columbia

Grade Level	Grades 6-12
Season	Any season
Difficulty Level	★★★

Teacher Background

Overview

This lesson offers ways for students to learn about their food system in an engaging way, through hands-on play and scientific exploration in both indoor and outdoor classroom settings. All activities can be simplified or elaborated on for your own class' needs.

To encourage positive conversations around food in your classroom, review the Guiding Principles of the Healthy Schools BC Teach Food First resource.

Learning Objectives

Students will be able to:

- Explain how foods travel from the farm to the grocery store

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Curriculum Connections

	Curricular Competencies	Content
Applied Design, Skills, and Technology	• Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task and develop them as needed (Gr.4-7) • Use materials in ways that minimize waste (Gr.8-9)	• Food studies (Gr.6-7) • Food Studies (Gr.8-12) • Outdoor Education (Gr.11-12)
Physical Health Education	• Develop and demonstrate safety, fair play, and leadership in physical activities (Gr.K-7) • Create strategies for promoting the health and well-being of the school and community (Gr.8-9)	• Practices that promote health and well-being (Gr.K-7) • Movement concepts and strategies (Gr.8-9)
Science	• Experience and interpret the local environment (Gr.6) • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Gr.8-9)	• Sustainability of systems; First Peoples knowledge of interconnectedness and sustainability (Gr.9)
First Peoples' Principle	"Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors."	

	The activities in this series will allow opportunities for students to reflect on the food system. All of this learning ultimately contributes to the land, teachings from the community, and impact on future generations.

Journey of Food Game

Difficulty:

Learn how food travels from the farm to your plate!

Grades: 6-12

Time: 45 minutes

Materials

A selection of fruits and vegetables or display imagery that show a range of origins of processes from fresh to processed. This may include:

- Fresh potatoes, carrots, beets
- Processed fruits/vegetables like pre-sliced & bagged potato fries, packaged baby carrots, canned beets, vegetable chips
- Paper and pencils for each group

Steps

1. Display food items (or display imagery) for the class to see.
2. Line the class up in one line standing shoulder to shoulder (this may work better outside as it takes up a large area).
    a. **How many places does a potato need to travel to get to you?** Take one step for each place you think of. Remind students that each step represents each time the potato product changes hands.
    b. Silently, students step forward with their guesses.

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c. Ask several students to explain their reasoning.
d. Possible answers:
    i. Farm > You
    ii. Farm > Local market > You
    iii. Farm > Truck > Distribution centre > Truck > Grocery store > You
e. **How many places does this bag of french fries need to travel to get to you?** Take one step for each place you think of. Remind students that each step represents each time the potato product changes hands.
f. Silently, students step forward with their guesses.
g. Ask several students to explain their reasoning.
h. Possible answer:
    i. Farm > Truck > Distribution centre > Food processor > Truck > Grocery store > You

3. In small groups, students can brainstorm the other food items, writing each step of the food distribution production.
    a. Extension: What else goes into the food? For example, water, human labour, gas (transport), materials (packaging), refrigeration/freezing.
    b. Extension (Gr 8-12): What role can or does our school or community play in sourcing food and supporting local agriculture? What role can governments play in impacting our food systems? Working with Local Government on Food Policy
4. Engage in discussion around how much work goes into our foods. The average distance that food travels is 2000km! That is about the distance from Prince George to San Francisco, California.
    a. Grades 5-12 Presentation Slides: Food for Thought: The Journey of Food
5. Engage in discussion around how food and the food journey in what is now known as British Columbia have changed for Indigenous Peoples.

Resources

- Food Systems Diagrams
- Turkey Trek to your Table
- Food Miles resource from Resources for Rethinking, K-3
- Video: The Journey of an Apple - Greater Vancouver Food Bank
- BC Agriculture in the Classroom: Fresh Story Apples (Intermediate)
- First Nations Traditional Foods Fact Sheet
- Food Gratitude Sheet

Extension Activity: Food Kilometres

1. Place foods on the table and have students each pick a food item.
2. Have them guess where these foods come from.
3. Identify where the foods came from and have the students locate where this is on a map and have them guess how many kilometres away this is.
4. Inform them of how many kilometres this is (Google Maps)
    a. Ask them to take that many steps forward (reduce to single digits)
    b. Choose a destination within BC/close to your community and check the distance on Google Maps. Then divide the total kilometres by this number to quantify using a familiar reference point.
5. Discuss how this travel also adds to the “Food Journey”.
    a. For foods that can be grown or raised locally, highlight the difference between the steps of accessing the food at a local farmers’ market compared to other locations.

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